



# THE BETTER WAYS FOR THE BETTER EDUCATION: REVIEW ARTICLE

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## ABSTRACT

### Introduction:

Education is very important issue for progressing of countries. There has been enormous interest in the development of this strategy and the group has consulted widely both within and outside the system itself, drawing on a range of national and international expertise. Throughout this process, my colleagues and I have been very encouraged by the enthusiasm of so many to engage with and respond to ideas for improvement and change. The author will review articles in this paper.

### Development and discussion:

Teachers and the Strategy for Science, Technology and innovation and governments and integrating research with teaching and learning, involvement of students in course planning, feedback and evaluation, attention to Complexity of cultures in the classroom and to Complexity of Culture and Native American students, Postgraduate training and PhD and international experiences are useful to gradation of education.

### Conclusion:

Teachers and Technology and governments and integrating and involvement of students, Postgraduate training and international experiences are important to preferment of education.(1-12)

**KEYWORDS:** Education, Teaching, Learning.

### Guidelines for teachers:

Teachers in education 'need to stimulate active, not passive learning and to encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over. They need to 'create a process of active learning by posing problems, challenging student answers, and encouraging (students) to apply the information and concepts in assigned readings to a variety of new situation.(1)

### Involvement of students in course planning, feedback and evaluation:

Every higher education institution should put in place a comprehensive anonymous student feedback system, coupled with structures to ensure that action is taken promptly in response to student concerns.

Feedback forms (questionnaires) should be independently administered and returned to management in the institution, rather than to the individual teacher; student feedback should be anonymous and not identifiable by the staff involved in teaching the student. The increasing diversity of students, including those from overseas, will have to be matched by teaching and assessment methods that will enable students from a range of backgrounds to discover, exploit and build on their strengths.

Teaching in higher education should reflect different learning styles and different disciplinary areas.(1)

### Integrating research with teaching and learning:

The integration of research with teaching and learning can take many forms.

Teaching and learning can be:

- 1) Research-led: the curriculum is informed by the research interests of the teachers;
- 2) Research-oriented: the curriculum emphasises the processes by which knowledge is produced;
- 3) Research-based: the curriculum includes activities in which students actually conduct research, through projects and other course work.

**3\_ Research-informed:** the curriculum is informed by systematic enquiry into the teaching and learning process itself. (2,3)

The roles of teaching and research should be afforded parity of esteem, and this should be reflected in resource allocation, in promotion criteria, and in the metrics used to assess performance at individual, institution and system level.(2,3)

### Flexibility of provision:

People can learn in a variety of different ways, and the higher education system needs to be flexible in supporting and accrediting them all.(1,3)

### Opportunities provided by new Technology:

Developments in information and communications technologies enable higher education to be delivered in ways never before possible, and allow students to access a wide range of resources, free from limitations of space and time.(4) Attention to Complexity of cultures in the classroom(5);

### For example:

Teachers' culture  
Personal background  
Socialization as a teacher  
Children's multiple cultures  
Personal: ethnic, race, socioeconomic, etc  
Childhood culture  
The classroom culture  
Age, gender, peers, etc.  
The overall school's culture  
Location, reputation, philosophy, etc.(5)

### Attention to Complexity of Culture and Native American students; for example:

Not homogeneous  
Diverse, over 500 cultures/languages  
Varying degree of acculturation or urbanization.(5)

### Is the child disabled?

#### It is important point:

A comparison of children with visible and invisible disabilities (Perception of the disability the concern is to search for a cure) Since the child was once "normal" and then got sick Schooling not always seen as appropriate place If the disability is seen as sickness.

### Development of teaching skills:

Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.(1)

### Postgraduate training and PhD:

It is involving to the development of taught postgraduate diploma and masters' courses to cater to those at work seeking further professional development and to those seeking new skills who already have an undergraduate or equivalent quali-

fication. The future development of these courses can take maximum advantage of the flexibility offered by technology and distance learning. (6)

#### **The Strategy for Science, Technology and Innovation:**

The Strategy for Science, Technology and Innovation was developed to address the future needs of the country based on a set of observations at the time. (6)

#### **Role and significance of doctoral education and training:**

Demand for doctoral graduates is increasing and meeting this demand has a catalytic affect on the ability and willingness of diverse sectors of the economy to conduct research and development. The Advisory Council for Science, Technology & Innovation has recommended that structured PhD programmes should both deepen the students' understanding of their discipline and develop in-depth knowledge of research approaches, techniques and methods that are critical to the value of the PhDs for enterprise. Similar approaches are being adopted across Europe and the other countries. (7,8)

#### **Funding for research:**

Cross-Government arrangements for setting priorities and making decisions are needed to coordinate research funding effectively.

#### **Research:**

A consistent quality framework should be developed. The researcher's role should be afforded a wider focus, better mobility and increased career opportunities.

**Engagement with the wider community must become more firmly embedded in the mission of higher education institutions. To achieve this, higher education institutions will need to take the following actions:**

- 1) Encourage greater inward and outward mobility of staff and students between higher education institutions, business, industry, the professions and wider community.
- 2) Respond positively to the continuing professional development needs of the wider community to develop and deliver appropriate modules and programmes in a flexible and responsive way.
- 3) Recognize civic engagement of their students through programme accreditation, where appropriate.
- 4) Put in place structures and procedures that welcome and encourage the involvement of the wider community in a range of activities, including programmed design and revision. (9,10)

#### **Framework for Change:**

The changes proposed to the current configuration of institutions are designed to enhance current capability, responding first to national needs and second to the natural inclination of strong institutions to develop their own capacities and reputations.

#### **Internationalisation:**

Increase in internationalisation of student intake based on strategic targeting of particular countries and disciplines; increased linkages and networks with other institutions of similar focus. (11)

#### **Funding sources:**

Significant increase in the proportion of non-core grants funding. (12)

#### **Governance and Management:**

Demonstrated capacity to prioritise institutional goals, and to put in place strategic, management and financial allocation systems to achieve those goals. (12)

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